

School Improvement Plan – 2020-2021

Mooresville Consolidated School Corporation - #5930

School Name: Newby Memorial

School Number: 6381

Principal: Rob Adamson

1. Introduction:

a. Newby Memorial Elementary is located in the heart of Mooresville, Indiana and is part of the Mooresville Consolidated School Corporation (MCSC). Newby is one of five elementary schools in the MCSC. Newby serves students ages 5-13 (Kindergarten-Grade 6) in brain-compatible, differentiated, and single grade classroom structures that are focused on meeting the needs of all children. Our mission is to nurture, encourage, and promote academic success for all students by inspiring lifelong learning in a safe environment.

Newby Memorial Elementary also serves many students with exceptional learning needs. All students with gifted learning abilities are serviced through our general education classrooms. Our other exceptional learners, ENL and special education students, are served through an inclusionary educational program. Exceptional learners make up about 20% of our overall student population.

b. Description and location of curriculum

Critical Elements of Newby Curriculum, Instruction and Assessment

Newby teachers and staff are required to teach the Indiana College and Career Readiness Standards.

Positive School-wide Behavior Supports (PBS)

Newby Elementary school has implemented a school-wide behavior support system. Through this process we have collaboratively considered data and present practice to make decisions about a school-wide behavior system. The support system includes these levels of intervention: school-wide systems, classroom systems, and individual systems for students who exhibit on-going behavioral issues. A check-in/ check-out system is used for providing daily support and for monitoring students who are at risk for developing problem behaviors. The positive behavior support system is a series of expectations and procedures that are taught by Newby staff and then repeatedly practiced with the students. This system also has a flow-chart for classroom managed behavior and office managed behaviors. This has helped communication between the teachers and administrators. PBS data is given to teachers and staff members monthly from administrators and PBS Team. This is reviewed in staff meetings, team meetings, and by individual staff members. Monthly examination of PBS data has increased the proactivity of staff examining areas of concern. Students are internalizing the expected behaviors and encouraging peers to follow Newby Expectations.

The school-wide expectations are: Respect Yourself, Respect Others, Respect the Environment, and Respect Learning. Direct instruction of the procedures that support our expectations will be used to teach students throughout the year. The staff aligns their classroom expectations with those of the school.

English and Language Arts:

Newby Elementary currently uses in grades K-2: Indiana College and Career Readiness Standards, RIGBY Literacy, and Pearson Literacy Program. In grades 3-5: Indiana College and Career Readiness Standards and Pearson. The 6th grade utilizes the Reading Wonders series. We also utilize the following instructional programs:

- **Read to Yourself** - The best way to become a better reader is to practice each day, with books you choose on your just-right level. It soon becomes a habit.
- **Read to Someone** - Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community.

- **Work on Writing** - Just like reading, the best way to become a better writer is to practice writing each day.
- **Listen to Reading** - We hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers.
- **Spelling/Word Work** - Correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation of writing.

The State of Indiana implemented a state-wide initiative with the Indiana Reading Plan. All students in grades K-3 are required to have 90 minutes of uninterrupted Language Arts instruction. All students in grades 4-6 are required to have 90 minutes of Language Arts Instruction, but this time may be interrupted. At Newby, all students K-6 are part of an uninterrupted Language Arts Block that shelters the SMEKENS Literacy Workshop model. On top of the 90 minutes, students also have 20 minutes of SUCCESS time for a total of 110 minutes of Language Arts instruction daily.

SUCCESS Time – PLC Time

Literacy and math groups are organized and administered by Newby's certified staff, support staff, TITLE staff, and administration. After the EasyCBM, Scholastic Reading Inventory, and NWEA has been administered in the fall, all students in K-6 are placed in homogenous, guided reading and math groups. These groups range in size due to intervention and enrichment lessons. The lesson framework is based on the PLC, Essential Learning lesson format. Every three weeks an instructional goal and Essential Learning Skill is chosen for each grade level. Students whose data warrants a higher level of intervention are placed in Tier 3 Intervention Groups.

All students are assessed on the Essential Learning Skills of the Mooresville Consolidated School Corporation. The results from the Formative Essential Learning Assessment determine student groupings and instructional objectives. At the end of a three week cycle, students are reassessed to check for mastery. New groupings are formed every three weeks based on the data to accommodate maximum learning.

TIER 3

Students in grades K-6 receive daily instruction in a small group setting. When students are not mastering the Essential Learning Skill at Tier 1 and Tier 2, we triple dose them with targeted skill instruction. Tier 3 targeted instruction is taught by our TITLE Staff. The focus of this intervention includes, but is not limited to: phonemic awareness, sight words, and phonics instruction.

Study Island

Study Island combines engaging and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program built from state and Common Core standards. The Study Island program combines data-driven progress monitoring tools with differentiated practice and easily fits within Newby's response to intervention (RTI) framework. Study Island is self-paced, individualized learning or teacher-led and whole-class instruction. At Newby, we use this program to support our Language Arts curriculum.

Math

Newby Elementary implements the Go Math program in grades K through 5. The scope of the K-5 Go Math curriculum includes the following mathematical strands: algebra and uses of variables, data and chance, geometry and spatial sense, measures and measurement, numeration and order, patterns, functions, sequences, operations and reference frames. The authors were able to carefully map out a sequence of instruction that interweaves concepts from each of these content strands throughout the curriculum. The curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills.

The Go Math curriculum includes many differentiated learning strategies. Go Math emphasizes the application of mathematics to real world situations. Each lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Go Math provides numerous methods for skills practice and review, encourages students to explain and discuss their mathematical thinking in their own words and provides opportunities for family members to be a part of the student's learning.

Students who struggle with basic math concepts as assessed by their classroom teachers are provided with interventions that occur during their normal classroom time. Periodically those students are assessed so that they may be removed from the intervention if they achieve at an appropriate level.

The Go Math curriculum for sixth grade includes: Operations and Integers, Rational Numbers and Equations, Proportions and Variation, Percent's, Similarity and Transformations, Surface Areas of Solids, Volumes of Solids, Data Analysis and Samples and Probability. Each lesson begins with an Essential Question and a chance to work with a partner to decide what the answer is. Students then have a chance to work on practice problems. Within the lesson there are key vocabulary and ideas. Students may also access the online application to learn more about key concepts. After the examples are studied then practice is continued with a fair game review at the end.

Science and Social Studies

Pearson Scott Foresmann is the science curriculum that we use at Newby Memorial Elementary. We believe that students learn science by doing science. Pearson Scott Foresmann engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

The social studies curriculum supports the Indiana Academic standards in all grade levels. The current social studies program is Macmillan McGraw Hill. This adoption provided teacher manual and support materials (black masters and overheads) and a text for each student. Staff and students also have the capability of using on-line resources that include up to date maps and social studies information.

c. Titles and descriptions of assessments used in addition to ISTEP+

ISTEP+

ISTEP+ assessments measure the academic performance of students in English/Language Arts, Mathematics, Social Studies, and Science. In addition to individual student data, aggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

IREAD-3

The Indiana Reading Assessment for Third Grade Students is given once a year in the spring. The test measures student knowledge in language arts.

NWEA – NWEA is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention in language arts and mathematics.

easyCBM – This assessment is used monthly to measure word recognition and reading fluency.

Running Records – Running Records are administered with students in grades K – 2. This assessment provides information on reading progress, growth, and specific areas of weakness.

Literacy Level Tracking – Each student's literacy level is tracked and compared to expectancy at their grade level. Team meetings are held regularly and data is examined to determine the most appropriate interventions and/or instructional plans. Title I staff uses it to measure student progress.

Common Formative Assessments – Formative assessment questions are developed based upon the Essential Learning Skills identified by the schools and corporation. Assessments are administered every three weeks and drive interventions in individual classrooms.

Scholastic Reading Inventory – This assessment is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the *SRI* is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

2. Statement of mission:

Vision:

Newby Memorial Elementary School prepares all students to be successful, contributing, and responsible citizens in our diverse global society by inspiring the desire for lifelong learning.

Mission:

The Newby Memorial Elementary School community will nurture, encourage, and promote academic success for all students by inspiring lifelong learning in a safe environment.

Beliefs:

- All students can achieve academic success when teachers utilize technology, differentiate instruction, and recognize varied learning styles.
- Continuous professional development is key to educating the workforce of the future.
- Modeling and encouragement will result in students striving to meet academic, personal, and social high expectations.
- All students should be encouraged to be creative thinkers, problem solvers, and effective communicators in order to become productive members in society.
- A cooperative partnership among the student, school, and involved family and community is essential for student growth and development.

3. Summary of data:

a. Data, including graphs, from the annual performance report

Enrollment by Grade Level

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-Kindergarten					
Kindergarten	60	51	49	41	47
Grade 1	43	52	53	49	49
Grade 2	43	41	48	58	46
Grade 3	49	43	42	57	61
Grade 4	48	46	51	52	50
Grade 5	45	45	43	57	50
Grade 6	44	48	44	47	59
Total Enrollment	336	326	330	361	362

ISTEP/ILEARN Reading Pass Rate	14-15	15-16	16-17	17-18	18-19
3rd Grade	71.4	63.3	65.1	54.8	33.3
4th Grade	76.1	78.3	70.0	49.0	42.3
5th Grade	60.0	57.4	75.0	73.1	48.3
6th Grade	86.1	86.7	84.8	78.7	53.2

ISTEP/ILEARN Math Pass Rate	14-15	15-16	16-17	17-18	18-19
3rd Grade	81.6	53.1	50	48.7	58.6
4th Grade	78.3	84.8	77.5	58.2	67.3
5th Grade	75.6	68.1	90.9	83.3	53.4
6th Grade	88.9	75.6	75.6	89.4	55.3

b.



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Mooresville Schools

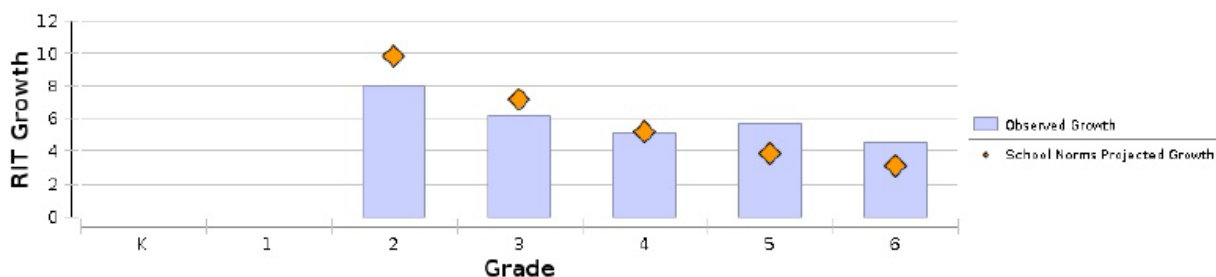
Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction: 2015 Norms
Fall 2019 - Winter 2019
Start - 2 (Fall 2019)
End - 16 (Winter 2019)
Grouping: None
Small Group Display: No

Newby Memorial Elementary

Language Usage

Language Usage		Comparison Periods									Growth Evaluated Against						
Grade (Winter 2019)	Growth Count	Fall 2019			Winter 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	42	174.7	15.4	61	182.7	15.5	50	8.0	1.1	9.8	-1.43	8	42	20	48	41	
3	54	187.0	15.0	42	193.2	14.4	37	6.2	1.1	7.2	-0.87	19	54	27	50	46	
4	45	202.2	11.9	76	207.3	11.4	75	5.1	1.1	5.2	-0.13	45	45	23	51	50	
5	48	204.1	13.5	44	209.8	10.0	57	5.7	1.1	3.9	2.12	98	48	30	63	62	
6	56	211.5	12.3	59	215.9	12.8	67	4.5	0.9	3.1	1.48	93	56	39	70	61	

Language Usage





Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Mooresville Schools

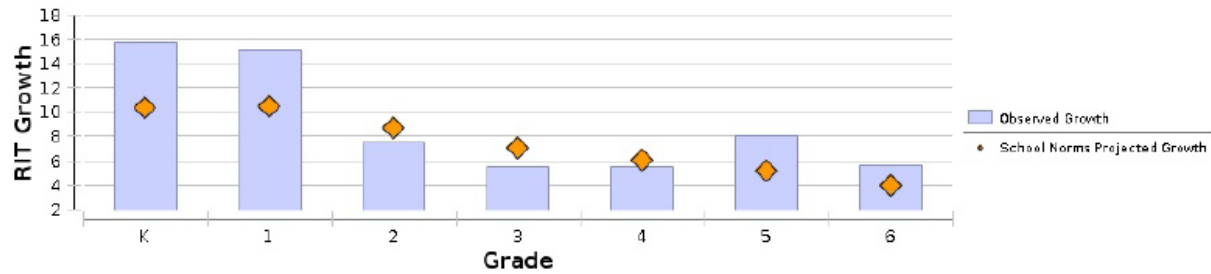
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2019 - Winter 2019
Weeks of Instruction: Start - 2 (Fall 2019)
End - 16 (Winter 2019)
Grouping: None
Small Group Display: No

Newby Memorial Elementary

Mathematics

		Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2019			Growth		School Norms			Student Norms			
Grade (Winter 2019)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	46	137.8	9.0	46	153.6	10.1	77	15.7	1.3	10.4	3.92	99	46	34	74	86
1	47	157.4	13.5	28	172.6	11.5	59	15.1	1.1	10.5	3.17	99	47	37	79	69
2	43	175.9	14.4	52	183.4	12.4	44	7.5	1.1	8.7	-0.87	19	43	22	51	49
3	55	189.1	10.9	48	194.6	10.7	39	5.5	1.0	7.0	-1.36	9	55	26	47	41
4	48	203.1	11.6	63	208.6	12.9	59	5.5	0.7	6.1	-0.53	30	48	25	52	51
5	47	212.4	14.0	60	220.5	13.8	74	8.0	1.0	5.2	2.21	99	47	33	70	75
6	56	219.8	13.0	65	225.4	15.9	72	5.6	1.0	4.0	1.41	92	56	35	63	62

Mathematics



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Mooresville Schools

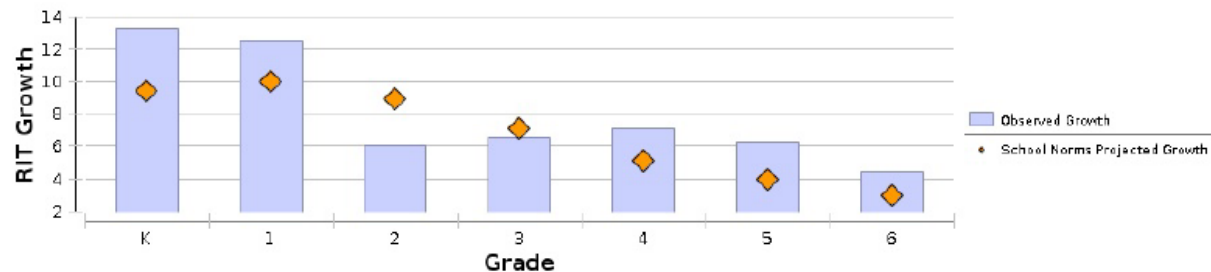
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2019 - Winter 2019
Weeks of Instruction: Start - 2 (Fall 2019)
End - 16 (Winter 2019)
Grouping: None
Small Group Display: No

Newby Memorial Elementary

Reading

		Comparison Periods									Growth Evaluated Against					
		Fall 2019			Winter 2019			Growth		School Norms			Student Norms			
Grade (Winter 2019)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	45	139.0	9.4	46	152.1	10.5	71	13.2	1.1	9.4	2.62	99	45	33	73	73
1	46	156.5	10.6	33	169.0	9.8	49	12.5	1.2	10.0	1.81	96	46	30	65	66
2	43	173.2	16.9	50	179.2	16.7	32	6.0	1.1	8.9	-2.34	1	43	15	35	37
3	55	185.3	16.1	39	191.8	15.3	36	6.5	1.1	7.1	-0.57	28	55	24	44	43
4	47	201.9	14.1	76	209.0	12.0	84	7.1	1.2	5.1	2.41	99	47	31	66	59
5	48	203.1	14.4	38	209.4	12.3	53	6.3	1.5	4.0	2.65	99	48	32	67	62
6	56	211.7	15.1	58	216.2	12.7	66	4.5	1.1	3.0	1.55	94	56	32	57	57

Reading



A. c. Family and Community

Areas of strength:

Based on the Spring 2018 Parent Survey sent to all families at Newby, strengths are:

List Strengths

- Newby Memorial is a safe and secure place for students.
- School-wide objectives are the focal point of reading instruction at Newby Memorial.
- There is clear, strong centralized instructional leadership from the principal in this school.
- A positive feeling permeates the school.
- All materials and supplies necessary for instruction in basic skills are available.
- The school building is neat, bright, clean, and comfortable.
- District and school policies are well defined and communicated.
- An atmosphere of caring exists at Newby Memorial.

Areas of concern:

- A significant number of parents are not supporting their children in their academic work. This may be caused by a lack of understanding of the parent's role in school support.
- Teachers and administrators need to make learning for students more challenging, so that students will be eager and enthusiastic about learning.
- Parents do not understand and promote the school's instructional programs.
- Communication needs to occur more frequently concerning academic and behavior for students.
- Parents need support with homework help in the evenings.

B. Professional Development

Areas of strength:

Newby Memorial staff has attended professional development in these areas:

Indiana College and Career Readiness Standards, Positive Behavior Support Model, Professional Learning Communities, High Reliability Schools, and Smekens Literacy Model

Areas of concern:

The Newby Memorial staff needs to continue with a Professional Learning Community (PLC) that focuses on a structured and consistent school curriculum that with support from the Title 1 led SUCCESS program, improved student behavior through PBS, mindfulness and Plan B and engaging students through technology and engaging lessons.

C. Curriculum and Instruction

Areas of strength:

Newby Memorial has developed Professional Learning Community (PLC) teams at every level in the school and has required weekly meetings to focus on the four questions of a PLC. Newby Memorial and MCSC have developed Essential Learning Skills in Language Arts and Mathematics for each grade level. Teachers from Newby Memorial represented Language Arts and Math selections at corporation grade level meetings. Common Formative assessments have been developed based upon the identified standards in Language Arts and Math. Teachers provide feedback to each other to help improve instructional practices.

Areas of concern:

Limited time to discuss classroom practice as it relates to student achievement has not allowed us to collaborate. During PLC time staff members discuss student data and SUCCESS instructional practices. This is critical to the student growth process at Newby Memorial. Our students are asking for more challenging work, per the Student Climate Survey that was given Spring, 2018. Teachers and administrators need to work together to foster more enrichment learning and challenging instruction at all grade levels.

D. School Context and Organization

Areas of strength:

Newby Memorial has a Positive Behavior Support committee. The committee, in collaboration with the entire faculty, has developed, refined and implemented a school-wide matrix for behavior expectations in common areas. We use communication reports to reinforce positive behaviors and as a consequence for unacceptable behaviors. The committee meets regularly to discuss data and ways in which the school can be proactive as it relates to data trends. We also have Team procedures in place, and we conduct functional behavior assessments for students with strong needs for individualized behavior supports. Continued review of expectations and posted signs with expectations are used to solidify the procedures and expectations for our students.

Students who have been identified with a high number of behavioral issues have been paired with an adult in the building. We call this the "Check in/Check Out" system. Additional outside resources are garnered to support those youngsters who fail to respond to these procedures. This has been a very successful system with a majority of the students.

Areas of concern:

Based on Positive Behavior Support records, minor behavior disruptions are somewhat down but major behavior issues have increased slightly.

4. Conclusions derived from assessment of educational programming, including the following:

a. Information on how school's curriculum supports Indiana's College and Career Readiness Standards

The Newby Memorial School Improvement Plan provides a roadmap for student success. The goals are written to address the areas of weakness as seen in the ISTEP+ data and other grade level assessments. The research-based activities and reform strategies will guide students to higher levels of achievement. The focus of strategies applied to student learning and staff development will focus on a Professional Learning Community Model that addresses four questions. A rigorous and viable curriculum must be established which is accessible to all students and is developed with keeping the Indiana College and Career Readiness standards at the forefront. Methods to frequently measure the effectiveness of instruction and interventions must be in place so that program and staff development modifications can occur. Interventions that focus on student deficiencies must be put in place in order to support those students who are not academically growing. Enrichment opportunities must be integrated seamlessly into the instructional program so that those students who already understand the curriculum can be challenged.

b. Information about how school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

The staff at Newby Memorial understands that every student should be reading proficiently by grade 3 and, therefore, it must be the primary focus of instruction in our primary grades. A focused reading program that utilizes the classroom teacher and literacy staff in both instruction and in regular analysis of student proficiency data is the cornerstone of literacy at Newby Memorial. Literacy level data will be the tool measuring the success of individuals and groups in our school.

Increasing student reading comprehension is another focused strategy of our school-wide improvement plan. The research shows that there is a strong correlation between volume of reading and reading achievement. Students will increase the amount of time they read leveled texts from their classroom libraries. We will do this by building up classroom libraries, assist students in learning how to pick appropriate texts, and incorporate the Smekens Literacy Model. The Newby staff have also implemented a pre-writing checklist that is based on the ILEARN writing rubrics and use of the RAPS writing strategy.

c. Conclusions about student achievement, based on ISTEP+ data and other assessments

After reviewing the 2018-19 Newby student data we can conclude that math instruction and curriculum is a relative strength. This is evident from the percentage of students that meet math growth goals as well as ILEARN data compared to the rest of the state. Improved reading instruction is a need at Newby Memorial. ILEARN data is down for the school year and slightly under 50% of students met their growth goals. This is well below the historical averages.

d. Parental participation in the school

Parents are welcome at Newby Memorial and are invited to visit or volunteer anytime. They are specifically invited through Family Share and other activities. At an Open House, parents are encouraged to join the PTO and to familiarize themselves with the teachers, school culture, and school climate. Parents are encouraged to serve on school-wide committees such as PTO, Parent Talks, and school reform initiatives.

Newby Memorial supports the broad needs of our entire student community by providing a variety of opportunities and resources to extend far beyond the regular school day and structure. The family learning opportunities that have been afforded by our staff, parents, children, community members, and extended families have been a fabulous resource for our school community. Some of these activities include:

Activity	Description of Activities
Parent Teacher Organization	This group consists of school staff, administrators, parents, and community partners. PTO organizes one Family Fun and Learning Event per semester and supports family engagement efforts.
Parent Advisory Board	This group selected of parents that met with the principal monthly to discuss the progress being made at the school and take suggestions on how to improve Newby.
Early Childhood Connections/ Transition Events	Kindergarten transition materials and registration follow up letters are mailed to families.
Literacy Night	Families gather together to work on literacy strategies and explore the joy of reading through various stations created by our TITLE 1 staff.
Math Night	Families gather together to work on math strategies and explore math around the world.

Parents and teachers serve together in the PTO organization at Newby Memorial and, as a result, have been involved in the design of the school-wide plan as well as in the implementation and evaluation process. PTO serves to review the Parent Involvement Component of the School-wide Plan. Parents were verbally invited to be part of the School-wide Planning Team. Parents were surveyed about their perceptions in relation to climate, curriculum, instruction, assessment and leadership. The data from those surveys helped to guide the planning process for the team.

Parents are involved in the ongoing design of the School-wide Plan and are involved in the implementation and evaluation process. In August, a Parent Compact is mailed to each Newby student. During the fall, the Annual Parent Meeting is held. The School-wide Title 1 Program is explained as well as the Parent Involvement Policy, the Complaint Resolution Procedures, and The Parent's Right to Know. A question and answer session is provided. Parents are informed of the event through the Newby Memorial newsletter, teacher newsletters, and a special invitational flyer. This meeting includes family friendly activities that support school-wide goals.

e. Technology as a learning tool

Newby Memorial follows the guidelines set forth by the Mooresville Consolidated School Corporation technology standards. The plans were developed locally and are aligned to the Indiana State Standards. Individual teachers are responsible for the implementation of lessons to meet these standards.

Integration of technology is woven throughout the curriculum and is viewed as a critical tool to meet academic benchmarks. In recognition of technology, as educational tool hardware, software and training are provided to staff and students. In addition to district-supported programs, Newby Memorial has purchased and continues to review possible purchases which support student learning.

Students and teachers also have the following programs available to them as a learning tool: Study Island, ReadingEggs, Reading Express, Moby Math, Canvas, Google Classroom and a variety of online learning tools.

f. Safe and disciplined learning environment

Newby Memorial Elementary school has implemented a school-wide behavior support system. Through this process we have collaboratively considered data and present practice to make decisions about a school-wide behavior system. The support system includes these levels of intervention: school-wide systems, classroom systems and individual systems for students who exhibit behavioral issues. The positive behavior support is a series of expectations and

procedures that are taught by Newby staff and then repeatedly practiced with the students. This system also utilizes a flow chart for classroom managed behavior and office managed behaviors. This has helped with communication between the teachers and administrators.

The school-wide expectations are: Respect Yourself, Respect Others, Respect the Environment and Respect Learning. Direct instruction for the procedures that support our expectations are being used to teach students throughout the year including quarterly reviews in the classroom and as a whole school. The staff aligns their classroom expectations with the school expectations.

All visitors and volunteers at Newby Elementary are required to sign in at the front office, state their business in the building, and wear a visitor's pass during their stay in the building. A background check is run through a system called, RAPTOR. All teachers and students know that visitors to our school should have a name tag. If an adult is not properly identified, they are asked to report directly to the office. Any adult who works with students in our school are required by MCSC Board Policy to have a Criminal History Check on file.

The Newby administrator conducts all safety drills as required by law. Not only do we respond to fire, earthquake and severe weather drills, but we also practice lock-down and school evacuation. A record of these drills is kept in a log which is maintained by the school principal.

After analyzing the annual PBS data collected to date, Newby Memorial plans to do the following in response:

- Response to Intervention Model for Behavior
- The PBS team will continue to support wrap-around services
- Based upon administrative or student service recommendations, the school connects students to community resources with behavioral health and the juvenile justice personnel
- Continue to focus on the top behavior issues (physical and disruptive) and focus on those students who are repeat offenders
- Utilize the Collaborative and Proactive Solutions (CPS) Dr. Greene model with students that need behavior intervention

g. Professional development

Professional development activities for

reading: 2019-2020

- Professional Learning Communities (PLC) concepts will be a priority of staff development and action planning for all teams..
- Teachers will be encouraged to seek professional development opportunities related to the four questions of PLC.
- Staff will integrate reading strategies discussed in PLC groups into their reading instruction and practice.
- Continued implementation of the adopted literacy programs including building and district opportunities.
- Teachers and staff will attend Indiana Department of Education College and Career Readiness seminars and workshops throughout the state, to build a better of understanding of the standards and increasing our Newby resources.
- Implement MCSC Units of Study in Grades K-6
- A Reading Team was created in the 2017-18 year. The Team worked to create incentives for students to read as well as revise school wide expectations during Reading time.
- PLC time will be used in the 2020-21 school year to analyze ILEARN data and create school wide strategies to address weaknesses

5. Student achievement objectives/goals: (include 1-3 SMART goals)

a. Attendance rate

Attendance: The student attendance average at Newby Memorial will be 96.0% or better during the 2020-2021 school year.

b. Percentage of students meeting academic standards under the ISTEP+/ECA program

Language Arts: As measured by the Spring 2018 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. As measured by 2019 Spring ILEARN assessment, 42.9% of students in grades 3-6 achieved a passing score. There is no data for the Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 70%

Math: As measured by the Spring 2018 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. As measured by the Spring 2019 ILEARN assessment, 58.6% of students in grades 3-6 achieved a passing score. There is no data for Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 75% of students in grades 3-6 to achieve a passing score.

c. Graduation rate

N/A

6. Specific areas where improvement is needed immediately:

Behavior (Goal # 1)	Actions/ Instructional Strategies
Frequent review of PBS Expectations by student body and staff	Plan quarterly review of procedures with students and staff.
Establish use of common language	Review common language used with staff so there is consistency throughout the school.
Improved Communication with students and parents regarding behavior expectations	Use of Class Dojo to communicate with students and parents how students regarding behavior expectations

Language Arts (Goal # 2)	Actions/ Instructional Strategies
Continue teaching reading comprehension strategies and common test-taking language, including Indiana College and Career Readiness Standards.	PLC meetings will facilitate collaboration as staff develops teaching strategies. Lists of test taking strategies will be available to all staff and posted on the T:// drive.
Implementation of the Smekens Literacy Model during Reader's Workshop.	Staff will attend district, building and national professional development opportunities.

Continue to create quality fiction/non-fiction classroom libraries that meet individual student needs.	Determination of needed quality fiction/non-fiction books for each classroom.
Teachers will use common language to support literacy instruction and assessment (including writing project based learning opportunities).	Teachers will refine and improve existing methods of instruction as they incorporate common language. PLC meetings provide opportunities for faculty to discuss student writing to assess student growth.
Math Problem Solving Strategies (Goal #3)	Actions/ Instructional Strategies
Continue with fidelity "Study Island" as a tool for assessment and support for student learning.	Provide staff development framework and opportunities for collaboration on the best use of these resources.
School-wide effort on Computation and set benchmarks for each grade-level.	Leadership Team will meet to discuss grade level benchmarks for implementation of nine weeks testing.

Attendance Strategies (Goal # 4)	Actions/ Instructional Strategies
Educate parents and teachers about the attendance policy at Newby Memorial.	Present an informational brochure to parents about the attendance policy at the Open House. Parents will sign a form stating they understand the attendance policy.
Accurately report and respond with attendance by 9:30 a.m.	Teachers will submit attendance by 9:30 a.m., so that we can call families who have not reported their child(ren) absent.
Develop Attendance Incentives for all students.	Continue Attendance Rewards for students with good attendance. Use groups to target students who have poor attendance and, if necessary, provide differential rewards based on individual goals.
Yearly Attendance Rewards	Certificate and incentive party for students with perfect attendance

7. Benchmarks for progress:

a. Specify how and to what extent the school expects to make continuous improvement in all areas

Goal # 1 - - Discipline: The number of office discipline referrals for 2018-19 was 111. There were 169 referrals in 2019-20. The goal for 2020-21 is less than 75.

Goal #2 –Language Arts As measured by the Spring 2018 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. As measured by 2019 Spring ILEARN assessment, 42.9% of students in grades 3-6 achieved a passing score. There is no data for Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 70%

Goal # 3 Math: As measured by the Spring 2018 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. As measured by the Spring 2019 ILEARN assessment, 58.6% of students in grades 3-6 achieved a passing score. There is no data for Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 75% of students in grades 3-6 to achieve a passing score.

Goal #4 - Attendance: The student attendance average at Newby Memorial will be 96.5% or better during the 2020-2021 school year.

8. Academic Honors Diploma and Core 40: (high school only)

9. Proposed interventions based on student achievement objectives/goals:

a. Interventions must match the SMART goal(s) listed in #5

Goal #2 –Language Arts As measured by the Spring 2017 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. As measured by 2018 Spring ILEARN assessment, 42.9% of students in grades 3-6 achieved a passing score. There is no data for Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 70%

Strategy	Timeline	Person(s) Responsible
Continuation of SMEKENS Literacy Model	Time is scheduled during staff meetings and PLC time for teachers to collaborate	Principal and Certified Staff
Continuation of learning the Indiana College and Career Readiness Standards	Time is scheduled during staff meetings and PLC time for teachers to collaborate	Principal and Certified Staff

Goal # 3 Math: As measured by the Spring 2018 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. As measured by the Spring 2019 ILEARN assessment, 58.6% of students in grades 3-6 achieved a passing score. There is no data on Spring 2020. Our goal for the Spring 2021 ILEARN assessment is for 75% of students in grades 3-6 to achieve a passing score.

Strategy	Timeline	Person(s) Responsible
Continuation of the 5 Easy Steps to a Balanced Math Program	Time is scheduled during staff meetings and PLC time for teachers to collaborate	Principal and Certified Staff
Continuation of learning the Indiana College and Career Readiness Standards	Time is scheduled during staff meetings and PLC time for teachers to collaborate	Principal and Certified Staff

10. Professional development: **(Include narrative and table)**

a. Emphasizes improvement of student learning and performance

Staff meetings provide professional development opportunities for teachers and administrators. Using resource books obtained with professional development money, the faculty has developed templates and identified common language for use throughout the Newby Memorial community. Parent nights are scheduled each semester. . We are looking forward to new opportunities as our MCSC district professional development committee restructures district wide professional development to include Professional Learning Communities, as the umbrella under which each of our schools will operate. The staff is committed to having time provided for the purpose of working collaboratively to implement the goals of our school-wide plan.

Special Area teachers – Art, Media, Music, and Physical Education will be given opportunities to attend workshops, training or conferences specific to each area.

The school administrator is actively involved in professional development with staff members, in order to keep up on best practices in the classroom.

Information from study groups and conferences will be shared among faculty members through e-mails, the corporation intranet, community bulletin boards, sharing of resources, and at faculty meetings. All materials will be available for further study. The Newby Memorial Staff will begin to implement suggested strategies developed from input from committees to the Leadership Team.

b. Supports research-based, sustainable school improvement efforts

All resources or strategies that are selected have been read or researched by the principal. The Hattie book that was selected is based on the cumulative research of thousands of research studies.

c. Aligns with the core principles of professional development

d. Includes methods to improve cultural competency of teachers, administrators, staff, parents, and students (IC 20-10.2-8)

PD Title	Staff Involved	Date Ranges	Resources
Newby Reading Task Force	All Certified	1/10/2018-5/10/2020	Hattie's Book 10 Mainframes for Visible Learning,

			RAPS writing strategy, ILEARN Data, OG and Dibels resources
--	--	--	---

11. Cultural competency:

a. Identify racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population

Newby Memorial celebrates diversity through our school culture every day. Our mission includes this celebration. The underlined sections show this focus.

Newby Memorial Elementary School prepares all students to be successful, contributing, and responsible citizens in our diverse global society by inspiring the desire for lifelong learning.

Some of the on-going elements related to human understanding and diversity that are integrated in our day-to-day experiences include:

- Respect Learning, Respect the Environment, Respect Yourself and Respect Others is posted throughout the building as a constant reminder to students and adults. This is also reiterated every day on the announcements.
- Family Literacy Opportunities
- Community Circles
- Literacy Engagement
- Compassion Projects
- School wide Behavior Supports/Positive Behavior Supports

b. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan

Morning meetings and the use of the Zones of Regulation as calming strategies for the 2019-20 school year have given students an opportunity to discuss and learn from the diverse cultures within the Newby community.

c. Recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment

Newby staff could benefit from additional Trauma Informed professional development to increase their cultural competency.

12. Statutes and rules to be waived:

Not Applicable at this time.

13. Three year timeline for implementation, review, and revision:

Goal #1 Discipline: The number of office discipline referrals for 2018-19 was 111. The goal for 2019-20 is under 75.

2020-21 Decrease office discipline referrals to 50

2021-22 Decrease office discipline referrals to 40

Goal #2 –Language Arts As measured by the Spring 2017 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. As measured by 2018 Spring ILEARN assessment, 42.9% of students in grades 3-6 achieved a passing score. Our goal for the Spring 2019 ILEARN assessment is for 50%

2020-21 Increase of 10% to 53%

2021-22 Increase of 10% to 63%

2022-23 Increase of 7% to 70%

Goal # 3 Math: As measured by the Spring 2018 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. As measured by the Spring 2019 ILEARN assessment, 58.6% of students in

grades 3-6 achieved a passing score. Our goal for the Spring 2020 ILEARN assessment is for 69% of students in grades 3-6 to achieve a passing score.

2019-20 Increase of 10% to 69%

2020-21 Increase of 7% to 77%

2021-22 Increase of 5% to 83%

Goal #4 - Attendance: The student attendance average at Newby Memorial will be 96.0% or better during the 2020-2021 school year.

2019-20 Increase of .5% to 96.5%

2020-21 Increase of .5% to 97%

2021-22 Increase of .5% to 97.5%

